

Afiya Fredericks, PhD

1700 East Cold Spring Lane
Baltimore, Maryland 21251

EDUCATION

M.S./Ph.D., Developmental Psychology 2011/2014
Howard University, Washington DC

B.A., Psychology 2009
University of the Virgin Islands, St. Thomas, VI

PROFESSIONAL EXPERIENCE

Associate Professor of Psychology, Morgan State University 2025 - Present
Associate Professor of Psychology, University of the District of Columbia 2023 - 2025
Donald D. Harrington Faculty Fellow, University of Texas at Austin 2023 - 2024
Assistant Professor of Psychology, University of the District of Columbia 2020 - 2023
Director of Professional Learning Implementation & Research, Mindset Works, Inc. 2018 - 2020
Adjunct Lecturer, Howard University 2015-2019

COMPETITIVE FELLOWSHIPS & AWARDS

Accomplishment in Research/Scholarship Award, University of the District of Columbia, DC 2023
Center for Advanced Study in Behavioral Sciences Summer Fellow, Stanford University, CA 2023, 2025
Faculty Scholar of Promise Award, University of the District of Columbia, DC 2022
NSF Quantitative Research Methods Fellow, University of Maryland College Park, MD 2021-2022
Visiting Researcher, Center for the Advancement of STEM Leadership, Washington, DC 2020 – Present

GRANTS

Infrastructuring Community-Centered AI Learning Ecosystems Through Growth Mindset

The Institute for Trustworthy AI in Law & Society (TRAILS)

PIs: Sheena Erete (University of Maryland College Park), Tamara Clegg (University of Maryland College Park),

Afiya Fredericks

Project Duration: (2025-2026); Total: **\$149,760.00**

Exploring the Impact of Faculty Beliefs & Practices on the Experiences and Achievement of Students in STEM Courses at HBCUs

Rapid Response Bridge Award: Spencer Foundation, The Kapor Foundation, The William T Grant Foundation & Alfred P. Sloan Foundation

PI: **Afiya Fredericks**

Project Duration: (2025—2026); Total: **\$24,930.55**

Developing a Scalable Measure of Inclusive STEM Teaching Practices for Diverse Institutions.

NSF ECR-EHR Core Research

PIs: Eric Smith (University of Texas Austin), **Afiya Fredericks**, Kali Trzesniewski (University of California Davis, David Yeager (University of Texas Austin),

Project Duration: (2023—2026) Total: **\$1,298,725**

CAREER: Exploring the Role of STEM Faculty Beliefs & Classroom Culture on Undergraduate Minoritized Students Experiences Achievement and Persistence in STEM.

NSF CAREER—HBCU-UP, EHR Core (Funding Rate < 5%)

PI: **Afiya Fredericks**

Project Duration: (2022– 2027); Total: **\$1,595,570**

Student perceptions of mindsets matter: Exploring the experiences of Women STEM students in the Higher Education Classroom.

UDC College of Arts & Sciences Summer Startup Award

PI: **Afiya Fredericks**

Project Duration: (Summer 2022); Total: **\$1,950.00**

Mindsets & Leadership in Broadening Participation in STEM.

UDC College of Arts & Sciences Summer Startup Award

PI: **Afiya Fredericks**

Project Duration: (Summer 2021); Total: **\$4,310.00**

SCHOLARLY PRODUCTS (*Indicates undergraduate student mentee, *+indicates grad/post-doctoral mentee)

Peer-reviewed Publications

- Mbilishaka, A., Vixamar-Owens, D., **Fredericks, A.**, & Massey, A., (2023). Dialogues in Leadership Herstory: Exploring the Experiences of Black Women Faculty in a Leadership Development Program. *Consulting Psychology Journal*, 75(1), 119–134
- Porter, T., Molina, D., Cimpian, A., Roberts, S., **Fredericks, A.**, Blackwell, L., & Trzesniewski, K. H. (2022). Growth mindset intervention delivered by teachers benefits middle school students' achievement. *Psychological Science*, 33(7), 1086–1096
- Molina, D., Porter, T., Oberle, C., Haghighat, M., **Fredericks, A.**, Budd, K., Roberts, S., Blackwell, L., & Trzesniewski, K. H. (2022). How to measure quality of delivery: Focus on teaching practices that help students to develop proximal outcomes. *Journal of Research on Educational Effectiveness*, 15(4), 898-923
- Fredericks, A.**, Engerman, K., & McKayle, C. (2021). Providing the Opportunity to Learn: Unpacking the Role of Mindsets and Leadership in Broadening Participation in STEM at HBCUs. *American Journal of Applied Psychology*, 10 (5) 110-119
- Burrell, J. O., Fleming, L. N., **Fredericks, A** & Moore, I. (2015). Domestic and International Student Matters: The College Experiences of Black Males Majoring in Engineering at an HBCU. *The Journal of Negro Education*, 84(1), 40-55
- Burrell, J. O., & **Fredericks, A. C.**, & Fleming, L. N. (2013). *Succeeding as Engineering Majors: Cultural Ecology Theory and Perceptions of Within-Race Gender and Ethnicity Differences in Engineering Skills and Work Ethic*. Proceedings of the ASEE Annual Conference, Atlanta, GA. Retrieved from <https://peer.asee.org/22496>
- Fleming, L. N., & Burrell, J. O., & Patterson, W., & **Fredericks, A. C.**, & Chouikha, M. F. (2012), *Impacting Engineering Students' Global Perspectives: The Research Abroad Experiences of HBCU Undergraduates*. Proceedings of the ASEE Annual Conference, San Antonio, TX. Retrieved from <https://peer.asee.org/21477>
- Vixamar-Owens, D., Burtin, A., **Fredericks, A.**, & Foster, A. (Under Review) Supporting Historically Resilient Learners in Transition throughout the Pandemic and Beyond.

Book Chapters

- Fredericks, A.**, Vixamar-Owens, D., & Hill, K. (2023). *From challenges to opportunities: Navigating the pandemic as early career Black women faculty*. In: Bissessar, C. (eds.), *Female Academics' Resilience during the COVID-19 Pandemic*. Springer
- Fredericks, A.**, Vixamar-Owens, D., Wright, M*, Hussein, M.*, & Barnes, L*. (in-press). *Student perceptions of mindsets matter: Exploring the experiences of Women STEM students in the Higher Education Classroom*.

[Draft available upon request].

Fredericks, A., (Provisionary Accepted). *Forging Ahead without a Clear Plan: Developing through Dialogues*. In Massey, A. (ed.), *Herstory: Dialogues in Leadership with Women in Higher Education*. [Draft available upon request].

Manuscripts in Preparation

Fredericks, A., Leckey, S*+, Greene, P*+, Sievers, J.*+, Canning, E., Muenks, K., & Trzesniewski, K. (manuscript in prep). For whom and under what conditions do instructor mindsets matter? The role of context for minoritized students in STEM.

Fredericks, A., Greene, P*+, & English, S. (manuscript in prep). Black is not a monolith: Exploring differences in Identity, perceptions of stereotypes and achievement among Black HBCU STEM students.

Greene, P.*+, Ogwo, A., Mogheeth, N*., Anderson, G., McKenzie, Y., & **Fredericks, A.** (manuscript in prep). A Mixed-Method design: Exploring community and support for HBCU STEM students.

Kroeper, K., Leckey, S.*+, Green, D., & **Fredericks, A.** (manuscript in prep). Black students' race-related identity threat at Historically Black Colleges and Universities.

Leckey, S*+., Chen, P., Sievers, J*+., Trzesniewski, K., & **Fredericks, A.** (manuscript in prep). Student perceptions of the classroom environment predict their strategic mindset.

Vixamar-Owens, D., Smith, T*+., Nguyen, Y*., & **Fredericks, A.** (manuscript in prep). It's all about the connections: Exploring the value of mandatory office hours during emergency remote instruction.

CONFERENCE PRESENTATIONS (*Indicates undergraduate student mentee, *+indicates grad/post-doctoral mentee)

Becker, B., **Fredericks, A.**, Greene, P*+., & Chamberlain, A. (2025, July). *Data Parties as Tools for Collective Insight and Strategic Clarity*. Presentation at the Commission on Information, Measurement and Analysis (CIMA) Meeting. Washington, DC.

Fredericks, A. & Greene, P*+ (2025 April). For Whom and Under What Conditions do Instructor Mindsets Matter? The Role that Context Plays for Minoritized Students in STEM. Presentation at the HBCU-UP PI Conference. Leesburg, VA.

Mogheeth, N*., Anderson, G*., McKenzie, Y.*., Greene, P*+., & **Fredericks, A.** (2025, April). *Uncovering Diasporic Diversity: Community, Support, and the Experiences of Black STEM Students at HBCUs*. Poster presented at the American Education Research Association (AERA) Conference, Denver, CO.

Anderson, G*., McKenzie, Y*., Mogheeth, N*., Greene, P*+., & **Fredericks, A.** (2025, April). *Beyond the Racial Monolith: Exploring Community and Support for HBCU STEM Students*. Poster presented at the Emerging Researchers National Conference in STEM (ERN), Atlanta, GA.

Mogheeth, N*., Anderson, G*., McKenzie, Y.*., Greene, P*+., & **Fredericks, A.** (2024, November). *Beyond the Monolith: A mixed method study on identity, community and support at Historically Black Colleges and Universities*. Poster presented to the American Association of Colleges & Universities (AAC&U) Transforming STEM Higher Education Conference. Alexandria, VA.

Fredericks, A. (2024, May). Exploring the Role of STEM Faculty Beliefs & Classroom Culture on Undergraduate Minoritized Students Experiences Achievement and Persistence in STEM. Paper presentation. LONESTAR Conference. Austin, TX

Fredericks, A., Greene, P*+. & Barnes, L.* (2024, May). *Eclipsing the Monolith: Exploring Diversity within Black STEM Students*. Poster Presentation at the National Conference on Race & Ethnicity in Higher Education. Honolulu, HI

Fredericks, A., Greene, P*+., Barnes, L* & Zachary Roberts*. (2024, May). *Exploring Instructor Beliefs and Classroom Practices as Predictors of HBCU Students' Motivation and Performance in Introductory*

- STEM Courses*. Symposium presentation accepted at the Association for Psychological Science. San Francisco, CA
- Smith, E., **Fredericks, A.**, Sigal, M., Valenton, K., Barnes, L.*, Yeager, D., & Trzesniewski (2024, May). *A Novel Measure to Assess Correspondence between Student- and Instructor-Reported Practices*. Symposium presentation accepted at the Association for Psychological Science. San Francisco, CA
- Roberts, Z*., Griffith, R*., Barnes, L*., Greene, P*+. & **Fredericks, A.** (2024, May). *Exploring the Influence of HBCU Students' Perceptions of Professor Beliefs on Student Course Engagement and Performance in Introductory STEM Courses*. Poster presentation accepted at the Association for Psychological Science. San Francisco, CA
- Wright, M*., Barnes, L*., Lathan-Smith, T*., Vixamar-Owens, D*. & **Fredericks, A.** (2024, April). *Mandatory Office Hours and Daily Socioemotional Check-Ins Enhance Students' Learning Experience Amidst Significant Challenge*. Poster presentation accepted at the American Education Research Association (AERA). Philadelphia, PA
- Greene, P*+., & **Fredericks, A.** (2024, March). *The Future of Teaching: A Closer Look at HBCU STEM Faculty*. Paper Presentation conducted at the Critical Questions in Education Conference presented by the Academy for Educational Studies, New Orleans, LA.
- Barnes, L*., Charles, T*., McKenzie, Y*, Greene, P*+, & **Fredericks, A.** (2023, November). *Black is Not a Monolith: Exploring Differences in Identity and Perceptions of Stereotypes among Black HBCU STEM Students*. Poster presented to the American Association of Colleges & Universities (AAC&U) Transforming STEM Higher Education Conference. Alexandria, VA.
- Samuelson, M*., Roberts, Z*., Griffith, R*., Wright, M*., **Fredericks, A.**, Trzesniewski, K. H. (2023, February). *Do students' perceptions of their teacher's mindset impact student's grades?* Poster presented at the Society for Personality and Social Psychology (SPSP) Annual Conference, Atlanta, GA
- Fredericks, A.** (2022, December). *'What about Educators?: Leveraging Growth Mindset to Cultivate More Inclusive Learning Environments'*. Invited keynote speaker for University of California-Davis 7th annual Scholarship of Teaching and Learning Conference. Davis, CA.
- Molina, D., & **Fredericks, A.** (2022, November). *Leveraging young people's experiences in college and career preparation programs to support long term success across diverse settings*. Presentation at Annual American Evaluation Association Conference. New Orleans, LA.
- Fredericks, A.** (2022, July) *Combatting the STEM 'Culture of Genius': Leveraging Science to Cultivate More Inclusive Learning Environments*. Invited Keynote at the Florida-Caribbean Louis Stokes Regional Center of Excellence Center of Excellence Mindset for STEM Virtual Conference.
- Barnes, L*., Vixamar-Owens, D., & **Fredericks, A.** (2022, July). *Exploring the Mindset Experiences of Women STEM Students in Higher Education*. Presentation at the Mindset for STEM Virtual Conference
- Fredericks, A.** (2022, May). *Talking about Growth: Leveraging the Science of Mindsets to Support Student Success*. Guest speaker for the University of the Virgin Islands Boost Program Students
- Fredericks, A.** (2022, May). *From Challenges to Opportunities: Leveraging Evidence-Based Practices to Support Student Resilience*. Guest speaker for the University of the Virgin Islands Emerging Caribbean Scientist (ECS) Students
- Fredericks, A.** (2022, April). *Growth Mindset: Leveraging the Power of Science to Harness Resilience and Success*. 2-day Professional Development for Washington & Lee University Faculty and Staff
- Vixamar-Owens, D., Burtin, A., **Fredericks, A.**, & Foster, A. (2022, February). *Engaging the Whole Learner: Exploring the Experiences of Secondary and Higher Education Learnings in Transition*. Panel conducted at the Critical Questions in Education Conference presented by the Academy for Educational Studies,

Charleston, SC.

Fredericks, A., & Vixamar-Owens, D. (2021, September). *Cultivating a Growth Mindset-Oriented Learning Environment to Support Students' Socio-Emotional Needs and Learning during Emergency Remote Instruction*. Paper presented at the Centre of Excellence in Teaching and Learning Second Biennial Conference, Guyana, WI.

TEACHING EXPERIENCE

Morgan State University (Graduate Courses)

Introduction to Education Research

Fall 25

University of the District of Columbia

Implicit Beliefs & the Classroom (enrollment 4)

Spring 23, Spring 25

Beyond the Psychology BS: Experiential Career Prep (enrollment 1)

Summer 22

Independent Study (enrollment 2)

Spring 22

Principles of Psychology (enrollment 27- 30)

Spring 21, Fall 22

Theories of Personality (enrollment 26)

Spring 21

Developmental Psychology (enr. 12 - 38) Fall 20, Spring 21, Summer 21, Fall 21, Spring 22, Fall 22, Spring 23

Experimental Psychology Lab (enrollment appr. 11-24)

Fall 20, Fall 21, Spring 22, Fall 24, Spring 25

Experimental Psychology Lecture (enrollment appr. 11-24)

Fall 20, Fall 21, Fall 24, Spring 22, Spring 25

Howard University

Introduction to Psychology (enrollment 90)

Fall 19

Foundations of Psychology (enrollment 7)

Fall 19

Independent Research Study (enrollment 1)

Spring 16

Research Methods and Statistics I (enrollment appr. 60 -80)

Fall 15, Spring 16

Research Methods and Statistics II (enrollment appr. 40 – 45)

Spring 15, Fall 15, Fall 16

SERVICE

- Invited speaker for the **University of Maryland College Park, Human Development Colloquium**. *Moving the Field Forward: Exploring the Roles of Faculty Beliefs, Practices and Institutional Context on Minoritized Student Experiences and Outcomes in STEM*. (2024, November)
- Invited speaker for the **National Academies of Sciences, Engineering and Medicine**. *Leveraging the Science of Mindsets to Support Well-being during Societal Change & Institutional Disruptions* (2024, November)
- Invited speaker for **UDC Master of Education Program**. *Growth Mindset: Leveraging Science to Support Student Success*. (2024, September).
- Invited Expert for **The Equity Accelerator**. San Francisco, CA. (2024, July)
- Reviewer for **Educational Psychology Review** (2024, June)
- Grant Reviewer for the **Institute for Education Sciences** (2024, April)
- Invited Expert for the **Bill & Melinda Gates Foundation Math Narrative Project Convening**, Seattle, WA. (2024, January)
- Reviewer for the Journal **Educational Psychology Review**(2024, January)
- Grant Reviewer for the **National Science Foundation** (2024, January)
- Invited workshop presenter for **Lamar University**. *Cultivating Mindsets: Leveraging the Power of Science to Support Student Success*. (2023, November)
- Grant Reviewer for the **National Science Foundation** (2023, January)

- Grant Reviewer for the **National Science Foundation** (2023, January)
- Invited workshop presenter for **Google Fiber, Inc.,** *Growth Mindset: Leveraging Science to Support Well-being, Resilience and Success.* (2022, August)
- Invited 2-hour workshop facilitator for **Braskem Inc.,** Human Resources Executives. *Leveraging the Science of Mindsets to Support Well-being, Resilience and Success.* (2022, June)
- Invited speaker for the **Annual Biomedical Research Conference for Minoritized Scientists (ABRCMS) Graduate student and Post Doc Hub.** *Am I Smart Enough? Leveraging the Science of Growth Mindset to Support Resilience in Graduate School and Beyond.* (2022, June)
- Invited Presenter for **Hello Insight's** Research Team. *Exploring the Relationships between Faculty Beliefs, Classroom Culture and Minoritized Students' Experiences, Achievement and STEM persistence* (May 2022)
- Reviewer for the **Journal of Adolescent Research** (2022, March)
- Invited Judge for the **Annual Biomedical Research Conference for Minoritized Scientists (ABRCMS)** (2021, November)
- Reviewer for the **Teaching and Teacher Education Journal** (2021, November)
- Invited Presentation to **DCPS HD Woodson Highschool.** *Introduction to Growth Mindset in the Highschool Classroom.* (2021, October)
- Invited Keynote speaker for the **International Baccalaureate (IB) Conference.** *Growth Mindset: Leveraging the Power of Science to Prepare Our Scholars for the Challenges Ahead* (2021, October)
- Invited Professional Development for the **March of Dime's** leadership team. *Leading with a Growth Mindset.* (2021, September).
- Invited Professional Development for **Google Play** employees. *Growth Mindset: Leveraging the Power of Science to Harness Resilience.* (2021, August).
- Invited speaker and facilitator for the **Animal Training Academy.** *Growth Mindset Book Study.* (2020, November).
- Invited Lecturer for **American Institute for Research (AIR) BLAAC Diaspora Meeting.** *Introduction to Growth Mindset.* (2020, October).

Research Advisor for Honors Thesis/Capstone* students and Doctoral students**

Yanique McKenzie (2025)

B.S., Psychology, University of the District of Columbia [Capstone]

Niya Mogheeth (2025 – 2026)

Capturing the Transfer Student Experience: Why Black Students Transfer to HBCUs and the Role of Faculty Support in their Success.

B.S., Psychology, Louisiana State University, in progress [Honor's Thesis]

Zachary Roberts (2024)

Exploring the Influence of HBCU Students' Perceptions of Professor Beliefs on Student Course Engagement and Performance in Introductory STEM Courses.

B.S., Psychology, University of the District of Columbia [Capstone]

*Currently in MA in Organizational Sciences at George Washington University

Tiffany Lathan Smith (2023-2026)

The Long-term Professional Impact of Providing Opportunities for HBCU Engineer Graduates to Participate in Undergraduate International Research Experiences.

Ph.D., Educational Leadership, Administration, and Policy, Howard University, in progress [Dissertation]

CONTINUING EDUCATION TRAINING & CERTIFICATIONS

<u>Faculty Success Program (12 weeks)</u> National Center for Faculty Development & Diversity	August -October 2022
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<u>Analytic Psychometric Short Course (3 days)</u> HBCU STEM-US Center Analytic Hub	July 2022
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<u>Intro to Software and Data Management (5 hours)</u> University of Maryland, College Park	October 2021
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<u>Intro to Regression (6 hours)</u> University of Maryland, College Park	October 2021
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<u>Teaching Online for Faculty (4 weeks)</u> United Negro College Fund-Strategic Education Inc.	October 2021
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<u>Quantitative Research Methods for STEM Education Researchers Summer Institute (1 week)</u> University of Maryland, College Park	August 2021
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<u>Course Design Faculty Learning Community Course (6 weeks)</u> UDC Center for the Advancement of Learning	May-July 2021
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<u>Blackboard Ultra Essentials Online Teaching Course (18-20 hours)</u> UDC Center for the Advancement of Learning	May 2021
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<u>Dialogues in Leadership <i>Herstory</i> (40 hours)</u> UDC CAS Dean's Leadership Program	February – April 2021
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PROFESSIONAL MEMBERSHIPS

American Education Research Association (AERA)
American Psychological Association (APA)
Association for Psychological Sciences (APS)